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ABSTRACT

Based on the Iowa model for career education, this career education inventory presents a series of four tests for measuring a student's career education development. Following a list of student outcome objectives, tests are provided for four levels of career development: grades K-3, awareness; grades 4-6, accommodation; grades 7-9, exploration; and grades 10-12, preparation. Each test contains sixty items designed to measure the following six domains of career development: (1) self; (2) self and society; (3) interpersonal relations; (4) decision making; (5) occupational, educational, and economic concepts and skills; and (6) work attitudes and values. Guidelines are provided for scoring and analysis, interpretation of results, corresponding test items to objectives, and monitoring the curriculum. The general career education goals and objectives of Iowa are appended. (LRA)

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IOWA
CAREER EDUCATION INVENTORY

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Career Education Division
Grimes State Office Building
Des Moines, Iowa 50319

1978

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The exemplary project, "A Career Education Articulation Model, K-14", which was administered by Dr. Carl Larson and directed by Rod Pitstick, developed and tested a pilot inventory. Further development, refinement, revision and testing, which produced the inventory in this document, was accomplished through a contract with Dr. Ralph Van Dusseldorp.

Special appreciation is expressed to the teachers and administrators who reviewed the inventory and to the students, teachers and administrators who participated in the field testing.

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IOWA
CAREER EDUCATION INVENTORY

TABLE OF CONTENTS

	Page
Development of the Iowa Career Education Inventory	1
Description of the Inventory	4
Awareness	5
Accommodation	8
Exploration	12
Preparation	17
Use of the Inventory	21
Iowa Career Education Inventory	22
Teachers Instructions	22
Grades 1 - 3	29
Grades 4 - 6	39
Grades 7 - 9	51
Grades 10 - 12	63
Scoring and Analysis	72
Interpretation of Results	79
Correspondence of Items to Objectives	80
Monitoring the Curriculum	82
MPD	83
APPENDIX	
Career Education Goals and Objectives	89

LISTS OF TABLES

	Page
Table 1 - Domains of Career Development Behaviors	2
Table 2 - Awareness Answer Key	75
Table 3 - Accommodation Answer Key	76
Table 4 - Exploration Answer Key	77
Table 5 - Preparation Answer Key	78
Table 6 - Item - Objective Correspondence	81
Table 7 - Goals and Objectives	92
Table 8 - Item - Objective - Goal Correspondence	96

DEVELOPMENT OF THE IOWA CAREER EDUCATION INVENTORY

The Iowa Model for Career Education was used as a basis for development of this career education inventory. That model is fully described in a series of publications, Models for Career Education in Iowa, published by the Iowa State Department of Public Instruction. Those publications also list the student outcome objectives for each level or stage of career education development, awareness, accommodation, exploration, and preparation. These outcome objectives have been keyed to the elements of career education identified in Chapter 280.9, Code of Iowa. See Appendix page, 89. For purposes of inventory development the student outcome objectives were organized into domains of career development behaviors as shown on pages 2 and 3.

Teachers identified instructional objectives and activities oriented to the career education student outcome objectives. Additional examples of such objectives and activities were obtained from the Models for Career Education in Iowa publications. A broad sampling of such instructional objectives was used as a focus and framework for development of inventory items. In addition, the career education inventory developed and field tested in the project, "A Career Education Articulation Model, K-14", was the source of many items selected for use in their original or a modified form.

The inventory was built to measure each of the career education objectives and the progress of students in each of the domains while taking not more than an hour to administer at each level of career development. A length of 60 items for each of the four levels was chosen to provide enough information to be reliable when measuring the career development progress of groups of students.

Twice as many items as needed were developed and submitted to teachers and administrators for review. Elementary teachers reviewed the vocabulary used in the awareness and accommodation items. The four levels of this inventory were field tested with students in schools in north central Iowa. The best 60 of the 120 items at each level were chosen for the final inventory based upon difficulty and discrimination value as well as the ability of each item to measure student outcomes not measured by other items (interitem correlation). Statistical data on the individual items as well as on each level of the inventory are available from the Career Education Division, Department of Public Instruction.

TABLE 1

DOMAINS OF CAREER DEVELOPMENT BEHAVIORS

	SELF				WORLD OF WORK	
Domain / Stage	Concept of Self	Self & Society	Interpersonal Relationships	Decision Making	Occupational, Educational & Economical Concepts & Skills	Work Attitudes and Values
AWARENESS K - 3 Primary	Awareness of Self Objectives:* 1.1 1.2 1.3	Awareness of individual responsibility for own action Objectives: 1.9 2.7 2.9	Learning co-operative social behavior Objectives: 1.5 1.8 1.6 1.7	Development of rudiments of classification and decision-making skills Objectives: 1.4 1.13	Awareness of different types of occupational roles Objectives: 1.10 2.3 1.12 2.4 2.1 2.5 2.2 2.8	Development of respect for others and work they do Objectives: 1.11 2.6
ACCOMMODATION 4 - 6 Intermediate	Development of concepts related to self related Objectives: 1.1 1.2 1.3	Assuming increased responsibility for planning one's time Objectives: 1.9 2.7 2.9	Development of desirable social relationships Objectives: 1.5 1.6 1.7 1.8	Application of decision-making & classification skills Objectives: 1.4 1.13 3.1 3.2	Development of concepts related to the world of of work Objectives: 1.10 2.3 3.4 1.12 2.4 2.1 2.5 2.2 2.8	Development of work attitudes and values Objectives: 1.11 2.6 3.3

* See pages 5 to 20 for objective statements to which these numbers refer.

EXPLORATION 7 - 9 Junior	Clarification of a self-concept Objectives: 1.1 1.2 1.3	Assuming responsibility for career planning Objectives: 1.9 2.7 2.9	Development of socially responsible behavior & more mature social relationships Objectives: 1.5 1.7 1.6 1.8	Development of individual inquiry and problem-solving skills Objectives: 1.4 3.1 1.13 3.2 1.14 1.15	Understanding of the sturcture and interrelatedness of the American economic, occupational & technological systems Objectives: 1.10 2.3 2.10 1.12 2.4 2.11 2.1 2.5 3.4 2.2 2.8	Appreciation of work as a valued and enduring social institution Objectives: 1.11 2.6 3.3 3.5
PREPARATION 10 - 12 Senior	Crystallization and implementation of self-concept Objectives: 1.1 1.2 1.3	Commitment to implementation of a career plan Objectives: 1.9 2.1 2.7 2.9	Understanding the dynamics of group behavior in a work situation Objectives: 1.5 1.8 1.6 1.7	Application of problem-solving skills Objectives: 1.4 3.1 1.13 3.2 1.14 1.15	Executing plans to qualify for career objectives Objectives: 1.10 2.4 2.11 1.12 2.5 3.4 2.2 2.8 2.3 2.10	Acquiring the discipline of work Objectives: 1.11 2.6 3.3 3.5
POST-SECONDARY 13 - 14 Adult	Realization and acceptance of self potential	Revision and implementation of career plan	Assesses personal interrelationships and exhibits responsible social behavior	Utilization of complex decision-making skills	Development of competencies in securing employment and progression within career plan	Internalizes work attitudes and values compatible with realistic life style

DESCRIPTION OF THE INVENTORY

The Iowa Career Education Inventory is a series of four tests of students' career education development. Each test covers a level or stage of career development.

Level A	Grades K-3	Awareness
Level B	Grades 4-6	Accommodation
Level C	Grades 7-9	Exploration
Level D	Grades 10-12	Preparation

Each test is intended for the upper grade at each level. Thus the tests are intended for grades 3, 6, 9, and 12. They may, however, be used at other grade levels if desired.

Each of the tests measures all of the six dimensions or domains of career development:

1. Self
2. Self and Society
3. Interpersonal Relations
4. Decision Making
5. Occupational, Educational and Economic Concepts and Skills
6. Work Attitudes and Values

Each test is designed in such a way that ten items measure each of the domains. Thus there are sixty items in each test. A matrix showing the four levels and six domains is provided on pages 2 and 3.

Each domain is further broken down into student outcome objectives. Those objectives are listed on pages 5 to 20. The items were written to measure those objectives. The number of objectives for each domain varies from two to ten. The ten items for each domain were distributed among the objectives as evenly as possible. Thus, when there are two objectives for a domain, five items measure each of those objectives. When there are ten objectives for a domain, one item measures each of those objectives. On the instruments, the codes to the left of the items indicate the domain and objectives measured by the items. A key to the items that measure each of the objectives may also be found on page 80.

AWARENESS

SELF

Becomes aware of own developing physical, mental, and creative abilities and interests.

1.1 Recognizes personal interests.

1.2 Becomes aware of own developing mental and creative abilities.

1.3 Becomes aware of own physical characteristics.

SELF AND SOCIETY

Exhibits a willingness to select and complete assigned tasks.

1.9 Recognizes societal institutions that influence personal attitudes and biases.

- 1.9.1 Becomes aware of the family as a basic social unit influencing the individual.
- 1.9.2 Becomes aware of the school and community as influences on the individual.

2.7 Sees the interdependence among contributing members in the work world.

- 2.7.1 Recognizes that individuals need products and services.

2.9 Exhibits a willingness to select and complete assigned tasks.

INTERPERSONAL RELATIONSHIPS

Recognizes feelings toward self, peers, adults, and near environment. Becomes aware of feelings of peers and adults. Recognizes that human beings are more alike than different.

1.5 Recognizes feelings toward self, peers, adults and near environment.

1.6 Becomes aware of the feelings of peers and adults.

1.7 Recognizes that human beings are more alike than different.

1.8 Recognizes that there are various peer groups with whom one associates.

AWARENESS

DECISION MAKING

Becomes aware of decision-making processes.

1.4 Acquires short term personal goals.

1.13 Becomes aware of decision-making processes.

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS

Becomes aware of a wide variety of occupations and related economic aspects. Recogizes the importance of educational setting (home, school, community) to own personal growth.

1.10 Recognizes the importance of the educational setting (home, school, community) to own personal growth.

1.12 Becomes aware of the environment best suited to own learning.

2.1 Sees the concept of work as including various types of activities.

- 2.1.1 Sees that work produces goods and services.
- 2.1.2 Recognizes the dignity of the individual.

2.2 Becomes aware of organization within the work world.

- 2.2.1 Differentiates between employers and employees.
- 2.2.2 Differentiates between consumers and producers.

2.3 Becomes aware of the wide variety of occupations.

- 2.3.1 Fantasizes occupations that interest her/him.
- 2.3.2 Becomes aware of the operational structure of the school.

2.4 Becomes aware of similarities among occupations.

2.5 Recognizes that people change occupations.

2.8 Becomes aware of the economic aspects of the world of work.

- 2.8.1 Becomes aware of money as a medium of exchange.
- 2.8.2 Becomes aware that workers are paid for their services.

AWARENESS

WORK ATTITUDES AND VALUES

Recognizes and demonstrates appropriate behaviors for home, school, and community setting. Recognizes reasons why people work.

1.11 Recognizes and performs appropriate behaviors for the school setting.

2.6 Recognizes the reasons why people work.

2.6.1 Sees the relationship between monetary income and maintenance and improvement of life style.

ACCOMMODATION

SELF

Recognizes own developing mental and creative abilities in terms of evolving life goals.

1.1 Analyzes present interests as a basis for development of new interests.

1.2 Recognizes own developing mental and creative abilities in terms of an evolving life style.

1.3 Recognizes physical abilities.

SELF AND SOCIETY

Recognizes the contributions of work to society.

1.9 Investigates the similarities and differences between values in diverse cultures.

- 1.9.1 Recognizes that all cultures are to be respected.
- 1.9.2 Recognizes that what is considered acceptable behavior in one culture may be considered anti-social in another.

2.7 Recognizes the contributions of work to a functioning society.

2.9 Recognizes the relationship between the world of work and the educational setting (family, community, school).

INTERPERSONAL RELATIONSHIPS

Appraises feelings toward self, peers, adults, and near environment. Appraises others' perception of self. Recognizes the dignity of all individuals. Recognizes that all cultures and societies have formal and informal influences on human relations.

1.5 Appraises feelings toward self, peers, adults, and near environment.

1.6 Appraises others' perception of self.

- 1.6.1 Copes with praise and criticism from adults and peers in a positive manner.

ACCOMMODATION

INTERPERSONAL RELATIONSHIPS (Continued)

1.7 Recognizes variations in attributes of self, peers, and adults.

1.8 Relates successfully with various peer groups.

DECISION MAKING

Acquires experiences in making decisions and accepting the consequences of the decisions. Chooses activities which utilize personal interests and abilities in making contributions to school and community.

1.4 Becomes aware of future goal possibilities.

1.13 Acquires experience in making decisions and accepting the consequences of the decisions.

3.1 Relates personal aptitudes to various related careers.

3.2 Chooses activities which will utilize personal interests and abilities in making contributions to school and community.

- 3.2.1 Identifies opportunities afforded through school programs.
- 3.2.2 Identifies opportunities afforded through community activities.
- 3.2.3 Uses the decision-making process in choosing projects commensurate with own abilities and interests.

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS

Recognizes that differing levels of responsibility exist within occupational areas. Identifies educational setting (home, school, community) as an aid in developing occupational and other life skills. Relates evolving goals to work roles in a wide variety of occupations. Recognizes personal modes of learning, action, operation and management.

1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.

1.12 Recognizes personal modes of learning, management, action, operation.

2.1 Expands the concept of work to include paid and unpaid work.

ACCOMMODATION

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS (Continued)

2.2 Recognizes that occupational areas have different levels of responsibility.

2.3 Comprehends that a wide variety of occupations exist.

- 2.3.1 Fantasizes work roles which could lead to desired life styles.
- 2.3.2 Observes qualities desirable for various occupations.

2.4 Comprehends the similarities and relatedness of occupations.

2.5 Realizes that work responsibilities change within occupations due to technology and personal competencies.

2.8 Investigates the economic factors which influence the life of the individual in the world of work.

- 2.8.1 Describes the flow of money in the economic system.
- 2.8.2 Compares the effects of supply and demand factors in the labor market in job availability, pay, and work roles.
- 2.8.3 Recognizes that pay varies in the world of work.
  - 2.8.3.1 Describes how income varies with career type and level.
  - 2.8.3.2 Correlates compensation with geographical areas.
  - 2.8.3.3 Recognizes that greater competencies generally increase pay (training, experience, knowledge).
  - 2.8.3.4 Recognizes the implications of discrimination (racial, sex, age, cultural).

3.4 Relates life styles to work roles.

- 3.4.1 Describes a life style.
- 3.4.2 Realizes that monetary rewards affect life styles.
- 3.4.3 Realizes that work hours affect life styles.
- 3.4.4 Considers that personal needs affect life styles.
- 3.4.5 Recognizes that occupations and their resulting life styles may affect physical and mental health.

WORK ATTITUDES AND VALUES

Describes personal growth and rewards accruing from work and/or leisure.

ACCOMMODATION

WORK ATTITUDES AND VALUES (Continued)

Acquires behaviors considered appropriate for home, school, and community settings.

1.11 Recognizes and performs appropriate behaviors for the community setting.

2.6 Recognizes that various rewards may come from work.

3.3 Describes the personal growth and rewards of work and/or leisure.

- 3.3.1 Recognizes that personal satisfactions may come from work.
- 3.3.2 Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well-being.
- 3.3.3 Describes the satisfactions gained when personal capabilities are effectively used in work and/or leisure.
- 3.3.4 Expresses the personal value that is received from creative work and/or leisure.
- 3.3.5 Acknowledges that social recognition may be related to work.
- 3.3.6 Recognizes that personal satisfaction results from work that is interesting to the individual.
- 3.3.7 Recognizes that monetary rewards may come from work.

EXPLORATION

SELF

Assesses and analyzes own physical and mental abilities, potentials, and personal interests in terms of evolving life goals. Formulates tentative long range personal goals.

1.1 Assesses personal interests.

1.2 Assesses developing mental and creative abilities in terms of an evolving life style.

1.3 Analyzes own physical abilities and potentials.

SELF AND SOCIETY

Recognizes that people must work if society is to survive. Examines personal goals in terms of societal expectations. Seeks guidance from the educational setting for attainment of occupational goals.

1.9 Assesses established and changing social roles and norms in relation to self and determines how personal values emerge.

2.7 Recognizes that at least some people must work if society is to survive.

2.9 Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals.

INTERPERSONAL RELATIONSHIPS

Relates to own emotional characteristics as a function of one's total being. Evaluates image of self as perceived by self and others.

1.5 Relates to own emotional characteristics as a function of his/her total being.

1.6 Analyzes others' perception of self.

1.7 Recognizes reasons for variations in personal characteristics of self and classmates.

1.8 Recognizes that peer group relationships may change with evolving maturity.

EXPLORATION

DECISION MAKING

Cultivates ability to make decisions and analyzes consequences of own decisions (problem-solving process). Evaluates own abilities, competencies, personal qualities, aspirations, and values and their interrelationships to each other. Formulates tentative career objectives in terms of personal characteristics.

1.4 Acquires some long-term personal goals.

1.13 Cultivates the ability to make decisions and analyzes the consequences of own decisions (problem-solving process).

1.14 Assesses personal competencies such as experience, education, and skills.

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

3.1 Recognizes personal characteristics which relate to selected clusters of occupations.

3.2 Formulates tentative career expectations in terms of personal characteristics.

- 3.2.1 Recognizes that personal characteristics may make a career choice suitable or unsuitable.
- 3.2.2 Analyzes possible career directions compatible with personal characteristics.
- 3.2.3 Identifies personal reasons for wanting to change job types.
- 3.2.4 Describes the importance of personal characteristics in seeking employment.
- 3.2.5 Distinguishes preparations needed to pursue personal career directions.

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS

Analyzes personal modes of learning, action, operation and management of resources. Identifies the implications of the concepts of leisure time, vocation, and avocation as they relate to own life needs. Explores a wide range of occupations. Realizes that technology and personal competencies affect work roles and responsibilities.

EXPLORATION

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS (Continued)

1.10 Identifies educational setting (home, school community) as a possible aid in developing life skills.

1.12 Analyzes personal modes of learning, management, action, and operation.

2.1 Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs.

2.2 Describes organization within the work force.

- 2.2.1 Becomes aware of role, structure, membership, and leadership of labor unions.
- 2.2.2 Becomes aware of the role of management in the work force.
- 2.2.3 Becomes aware of labor relations including employer-employee responsibilities.
- 2.2.4 Recognizes governmental role in the organization and regulation of the work force.

2.3 Explores a wide range of occupations.

- 2.3.1 Describes specific educational and skill requirements of occupations.
- 2.3.2 Differentiates between job tasks.
- 2.3.3 Acquires knowledge of economic remunerations.
- 2.3.4 Investigates the training and personal requirements for advancement within a given occupation.
- 2.3.5 Acquires insight into difference in working conditions.
- 2.3.6 Distinguishes between occupations related to the production of goods and occupations related to the production of services.

2.4 Examines clusters of occupations.

- 2.4.1 Distinguishes the characteristics which are common among and between clusters.

2.5 Recognizes the nature of change within the work force.

- 2.5.1 Identifies that some occupations become obsolete because of progress in technology.
- 2.5.2 Sees the interrelationship between the law of supply and demand of workers and continual change in the work force.

EXPLORATION

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS (Continued)

2.5.2.1 Comprehends the impact of migration and immigration on supply and demand of workers.

2.5.3 Recognizes that the availability of human and natural resources affects career opportunities.

2.5.4 Becomes aware that changes in societal attitudes affect roles within the work force (equal rights, job status, roles laws, labor unions).

2.8 Analyzes the economic aspects of the world of work.

2.8.1 Examines the role of financial institutions in today's economy.

2.8.2 Analyzes the effect of the law of supply and demand on the world of work.

2.8.3 Recognizes factors which influence remuneration and benefits of employment.

2.8.3.1 Recognizes skill development as a factor influencing remunerations.

2.8.3.2 Recognizes the impact of state and federal minimum wage and hour laws.

2.8.3.3 Comprehends the Social Security program as related to employment (application procedures, purpose, functions, responsibilities).

2.8.3.4 Recognizes federal and state income tax programs.

2.8.3.5 Recognizes various kinds of fringe benefits available to employees (insurance, retirement, sick leave, vacation).

2.10 Recognizes the process of seeking employment.

2.10.1 Becomes aware of the sources of assistance in seeking employment.

2.10.2 Recognizes how to apply for a job.

2.11 Becomes aware of the effect of international and national economic policies on employment possibilities.

3.4 Develops an idea of the type of life style desired.

3.4.1 Relates desired life styles to occupational preference

3.4.2 Realizes that individual may choose a life style.

EXPLORATION

WORK ATTITUDES AND VALUES

Conceptualizes that work allows for the integration of the individual into society. Comprehends that there is continual personal development. Investigates the similarities and differences of values in diverse cultures.

1.11 Evaluates behaviors considered appropriate for the school and community settings.

2.6 Recognizes that work allows for the integration of the individual into the society.

3.3 Recognizes that there is continual personal change during career development.

- 3.3.1 Recognizes that personal characteristics change as the learner matures.
- 3.3.2 Recognizes that personal characteristics change as the learner experiences the world of work.
- 3.3.3 Recognizes that change in personal qualifications influences changes in career alternatives.

3.5 Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

PREPARATION

SELF

Evaluates, conceptualizes, and actualizes personal aspirations, abilities, potentials, and developing life goals. Develops, evaluates, and revises plan for achieving personal goals.

1.1 Refines personal interests (both awareness and judgement).

1.2 Correlates personal aspiration and life style to own mental and creative abilities.

1.3 Conceptualizes the importance of own physical abilities and potentials.

SELF AND SOCIETY

Accepts that in a service oriented society, work consists of activities which allow individuals to fulfill personal needs and those of society. Assesses personal values in terms of human needs.

1.9 Assesses personal values in terms of human needs.

2.1 Recognizes that in a service-oriented society, work consists of activities which allow the individuals to fulfill personal needs and those of society.

2.7 Recognizes the interdependency between the individual and society's needs, and their implications for work.

2.9 Recognizes the education setting as one of the places which provides for development of computational, communications, leisure, human interactional skills necessary for involvement in the world of work.

INTERPERSONAL RELATIONSHIPS

Develops interpersonal relationships satisfactory to self and others within parameters acceptable to society.

1.5 Considers emotional characteristics as a function of own total being.

1.6 Evaluates image of self as perceived by oneself and others.

1.7 Recognizes the dignity of all human beings.

PREPARATION

INTERPERSONAL RELATIONSHIPS (Continued)

1.8 Recognizes that all societies have formal and informal controls on human relations.

DECISION MAKING

Effects decisions and analyzes consequences of those decisions. Analyzes personal characteristics, competencies, abilities, expectations, aspirations, and values as they relate to areas of interest in work and leisure and to each other. Analyzes organization within the work force.

1.4 Synthesizes and develops plan for achieving personal goals.

1.13 Effects decisions and analyzes consequences of those decisions.

1.14 Evaluates personal competencies, such as experience, education and skills.

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

3.1 Analyzes personal characteristics as they relate to areas of interest.

3.2 Explores selected occupational areas in depth and begins preparation for occupational entry into occupational area(s).

- 3.2.1 Identifies specific educational and skill requirements for occupational entry in selected occupational areas(s).
- 3.2.2 Aligns personal goals and desired life style plans with occupational area(s).
- 3.2.3 Identifies personal alternatives in terms of current occupational trends.
- 3.2.4 Evaluates impact of altering occupational objectives to accommodate individual life style preference.
- 3.2.5 Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the postsecondary level.
- 3.2.6 Generates plan for preparing for occupational entry into selected occupational area(s).

PREPARATION

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS

Experiences and assimilates economic aspects of the world of work. Applies economic understanding to consumer problems. Prepares for job entry into selected occupational areas of personal interest. Effectualizes personal modes of learning, actions, operation, and management, including consumer competencies. Develops skills in seeking employment and experiences economic aspects of the world of work. Prepares for entry into occupational areas of personal interest.

1.10 Recognizes and utilizes the educational setting (home, school, and community) as an aid in developing life skills.

1.12 Effectualizes personal modes of learning, management, actions, and operation.

2.2 Analyzes organization within the work force.

- 2.2.1 Analyzes of role, structure, membership, and leadership of labor unions.
- 2.2.2 Analyzes of the role of management in the work force.
- 2.2.3 Analyzes of labor relations including employee-employer responsibilities.
- 2.2.4 Analyzes governmental role in the organization of the work force.
- 2.2.5 Becomes aware of alternative organizational structures based on cooperation.

2.3 Continues exploration of occupational areas while doing an in-depth analysis of areas of interest.

- 2.3.1 Differentiates between life styles as effected by occupational choices.

2.4 Examines the interrelatedness of skill requirements for similar occupations.

2.5 Recognizes the dynamic nature of the work force.

- 2.5.1 Identifies that some occupations become obsolete because of advances in human and scientific technology.
- 2.5.2 Analyzes periodic adjustments in local, national and international manpower needs.
- 2.5.3 Recognizes the demographic implications of occupational opportunities.

PREPARATION

OCCUPATIONAL, EDUCATIONAL & ECONOMIC CONCEPTS AND SKILLS (Continued)

2.8 Analyzes and experiences the economic aspects of the world of work.

- 2.8.1 Evaluates the role of the financial institutions in today's economy.
- 2.8.2 Evaluates factors influencing incomes and advancement opportunities in occupations.
- 2.8.3 Investigates fringe benefits.
- 2.8.4 Examines the cost of attending vocational schools, colleges, apprenticeships, trade schools, and technical schools.
- 2.8.5 Considers avocational pursuits and their economic impact.

2.10 Develops competencies in seeking employment.

2.11 Considers the economic impact of national policies on the availability of jobs.

3.4 Prepares for job entry into selected occupational area(s).

- 3.4.1 Differentiates between entry level and skilled employment.
- 3.4.2 Defines logical points of occupational entry.
- 3.4.3 Identifies educational opportunities available in the school and community that will assist in implementing plan for occupational entry into selected occupational area(s).
- 3.4.4 Participates in those educational opportunities that will develop desired occupational skills.

WORK ATTITUDES AND VALUES

Interprets influences of diverse cultures on work and leisure. Assesses and manages own behavior in terms of personal value system and societal expectations. Internalizes that personal characteristics and values change in career progress. Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

1.11 Assesses and manages own behavior in terms of personal value system and societal expectations.

2.6 Recognizes the interdependency between the individual and society's needs, and their implications for work.

3.3 Recognizes that personal characteristics and values change as careers progress.

3.5 Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

USE OF THE INVENTORY

The Iowa Career Education Inventory is intended primarily to measure career education development of groups of students rather than individual students. It may also be used to evaluate the career education development of individual students but then only total scores on the inventory should be used rather than subscores on the career education domains. The inventory at each grade level has 60 items which are enough to yield meaningful scores on individual students. However, there are only 10 items for each domain, thus an individual student's score on a particular domain is not reliable enough to be meaningful.

On a group basis the Iowa Career Education Inventory is useful for both needs assessment and for program evaluation. In terms of needs assessment, for example, a school district may wish to administer the Inventory and use the results to determine in which area of career education emphasis needs to be placed. The results might show that third graders do well in all areas except the Work Attitudes and Values Domain. Emphasis in instruction, then, could be placed on that domain.

For the purpose of program evaluation, the Iowa Career Education Inventory may be used in a number of ways. It may be used to measure student growth over time. Used in that way administration would be repeated over time. For example, it would be administered to students at the beginning and the end of the school year, with such scores compared to ascertain growth. Or, growth may be measured from year to year through administration of the Inventory every year. Also, the Inventory may be administered on a one time basis and comparisons made with the results from other schools.

IOWA CAREER EDUCATION INVENTORY

Teacher Instructions

Background

This inventory is designed to help measure progress in Career Education at the four stages of development:

Grades K-3: Awareness

Grades 4-6: Accommodation

Grades 7-9: Exploration

Grades 10-12: Preparation

The items have been constructed to measure career education objectives developed by the State of Iowa.

Preparation for the Testing Session

There are 60 items in the inventory. One hour should be ample time for the testing session including distribution of materials and giving instructions. This is not intended to be a "timed" test, so enough time should be allowed so all students can finish. Outside interruptions during the testing should be avoided.

Prior to the testing session you should thoroughly familiarize yourself with the instructions for the testing session given below. Make sure that you have the appropriate test booklets for your grade level and that you have enough test booklets and answer sheets for all students.

Students will be recording their answers on separate answer sheets. You should thoroughly familiarize yourself with the particular answer sheets used in your school. You will have to adapt the instructions

you give students to the answer sheets to be used. If the answer sheets will be machine scored, students will need to use soft (#2) lead pencils to record their answers. If those are provided for the students, make sure you have enough for all students and some extra. If students are to furnish their own pencils, they should be told in advance to be sure to bring them, and you should have some extras for those who forget. Page 26 should be provided for each student.

The Testing Session

Distribute the test booklets and answer sheets to the students.

Make sure they each have a sharpened, soft (#2) lead pencil.

Say: DOES EVERYONE HAVE AN INVENTORY BOOKLET, ANSWER SHEET, AND SOFT LEAD PENCIL?

Make sure they do.

Say: THIS INVENTORY CONSISTS OF QUESTIONS ABOUT YOURSELF AND YOUR FEELINGS ABOUT OTHERS AND THE WORLD OF WORK. BEFORE YOU START WE WILL FILL IN SOME INFORMATION ON THE ANSWER SHEET AND WE WILL DO THREE SAMPLE QUESTIONS TOGETHER. YOU WILL BE USING A SEPARATE ANSWER SHEET TO RECORD YOUR ANSWERS. TAKE YOUR ANSWER SHEET AND PLACE IT ON YOUR DESK WITH SIDE A UP. SIDE A IS MARKED IN THE CORNER.

Make sure they all have side A up.

Say: FIND THE PLACE FOR YOUR NAME.

Pause.

SAY: PRINT YOUR LAST NAME, THEN YOUR FIRST NAME.

Wait until they finish.

Say: NOW FOR EACH LETTER IN YOUR NAME, FILL IN THE OVAL BELOW WITH THAT LETTER.

Wait until they finish.

Say: NOW FILL IN (name of school) IN THE BLANK BEHIND SCHOOL AND (name of School District) BEHIND CITY.

Wait until they finish.

Say: NOW FIND THE PLACE FOR GRADE AND PUT IN (their grade).

Say: NOW FIND THE PLACE FOR THE NAME OF THE TEST. WRITE IN (the level of the inventory; awareness, accommodation, exploration or preparation).

Pause.

Say: NOW OPEN YOUR INVENTORY BOOKLET TO THE FIRST PAGE. WE WILL DO THE THREE EXAMPLES TOGETHER. READ THE FIRST ONE WHICH IS EXAMPLE 61.

Pause.

Say: THE CORRECT ANSWER IS YELLOW WHICH IS D, SO FILL IN THE D FOR QUESTION 61 ON YOUR ANSWER SHEET. DID EVERYONE UNDERSTAND HOW TO DO THAT?

Make sure they did that right.

Say: NOW READ EXAMPLE 62.

Pause.

Say: THE CORRECT ANSWER IS NO WHICH IS ANSWER B, SO FILL IN THE B FOR QUESTION 62 ON YOUR ANSWER SHEET. DID EVERYONE UNDERSTAND HOW TO DO THAT? NOW READ EXAMPLE 63.

Pause.

Say: THE CORRECT ANSWER IS DON'T KNOW. THAT IS ANSWER C, SO FILL IN THE C FOR QUESTION 63 ON YOUR ANSWER SHEET. DOES EVERYONE UNDERSTAND HOW TO MARK YOUR ANSWERS?

Answer any questions.

Say: YOU SHOULD HAVE TIME TO ANSWER ALL THE QUESTIONS, BUT DON'T WASTE TIME. ANSWER THE QUESTIONS AS HONESTLY AS YOU CAN. MANY OF THE QUESTIONS HAVE DON'T KNOW AS A POSSIBLE ANSWER. PLEASE FEEL FREE TO MARK THAT IF YOU DON'T KNOW. IF YOU BREAK YOUR PENCIL POINT, SHARPEN IT OR GET ANOTHER FROM ME. ARE YOU READY TO BEGIN? YOU MAY BEGIN.

As the students are working, you should walk around the room and make sure they have filled in the heading properly, and that they are filling in their answers properly.

The students should be given a short rest period about half-way through the inventory, so when you feel they are getting tired or are about half finished, stop them and let them rest a few minutes. At the end of the break.

Say: IT IS TIME TO START AGAIN. IF YOU FINISH EARLY YOU MAY GO BACK OVER THE QUESTIONS IF YOU WANT. OTHERWISE, WAIT QUIETLY OR STUDY UNTIL EVERYONE IS FINISHED. PLEASE BEGIN.

When all have finished or after a reasonable length of time, have them all stop and pass in their inventories and answer sheets. After you collect them please check to make sure that:

1. They are all with the marked side up and turned the same way.
2. The headings are filled in correctly.

CAREER EDUCATION INVENTORY

The instructions for completing this inventory will be read to you by the teacher. Please follow directions carefully.

SAMPLE QUESTIONS

Example 61. What color is a bananna?

1. Red
2. Blue
3. Orange
4. Yellow

Example 62. Do you go to school on Saturday?

1. Yes
2. No
3. Don't Know

Example 63. Will it be sunny tomorrow?

1. Yes
2. No
3. Don't Know

IOWA CAREER EDUCATION INVENTORY

Grades K - 3

GRADES K-3

AWARENESS

Self

(1.1) 1. Are you interested in working puzzles?

A. Yes
B. No
C. Don't Know

2. Are you interested in acting in a play?

A. Yes
B. No
C. Don't Know

3. Are you interested in writing poems?

A. Yes
B. No
C. Don't Know

(1.2) 4. Can you paint well?

A. Yes
B. No
C. Don't Know

5. Can you write good stories?

A. Yes
B. No
C. Don't Know

6. Are you a good speller?

A. Yes
B. No
C. Don't Know

7. Are you good at arithmetic?

A. Yes
B. No
C. Don't Know

(1.3) 8. Are you good at sports?

A. Yes
B. No
C. Don't Know

9. Are you good looking?

A. Yes
B. No
C. Don't Know

10. Can you jump high?

A. Yes
B. No
C. Don't Know

Self and Society

(1.9) 11. Do you feel that people at school really care about you?

A. Yes
B. No
C. Don't Know

12. Do you feel uncomfortable at home?

A. Yes
B. No
C. Don't Know

13. When you are an adult will you be like your parents?

A. Yes
B. No
C. Don't Know

14. If you lived in New York City, would you act different than you do now?

A. Yes
B. No
C. Don't Know

(2.7) 15. Which job could a grocery store do without?

A. Butcher
B. Farmer
C. Doctor
D. Baker

16. Which job could your family do without?

A. Baseball player
B. Mail carrier
C. Doctor
D. Grocer

17. We could get along without truck drivers?

A. True
B. False
C. Don't Know

(2.9) 18. Do you help your parents with the work at home?

A. Yes
B. No
C. Don't Know

19. Are you a good worker at home?

A. Yes
B. No
C. Don't Know

20. Do you like to help your teacher?

A. Yes
B. No
C. Don't Know

Interpersonal Relations

(1.5) 21. Are you a good person?

A. Yes
B. No
C. Don't Know

22. Are you important?

A. Yes
B. No
C. Don't Know

23. Do you like adults?

A. Yes
B. No
C. Don't Know

(1.6) 24. Do your friends trust you?

A. Yes
B. No
C. Don't Know

25. Do people like you?

A. Yes
B. No
C. Don't Know

(1.7) 26. Do most people cry sometimes?

A. Yes
B. No
C. Don't Know

27. Does everyone want to be loved?

A. Yes
B. No
C. Don't Know

(1.8) 28. Is it possible to have one good friend at school and another good friend at home?

A. Yes
B. No
C. Don't Know

29. Do you sometimes play with one friend but go places with a different friend?

A. Yes
B. No
C. Don't Know

30. Do you act the same when you are with your family as when you are with your friends?

A. Yes
B. No
C. Don't Know

Decision Making

(1.4) 31. Do you think about what you are going to do when you get older?

A. Yes
B. No
C. Don't Know

32. Do you think about how well you will do in school next year?

A. Yes
B. No
C. Don't Know

33. Do you know what you want to do next summer?

A. Yes
B. No
C. Don't Know

34. Do you know what you want to do after school?

A. Yes
B. No
C. Don't Know

35. Do you know what you want to do tonight?

A. Yes
B. No
C. Don't Know

(1.13) 36. Mary wants to go to a movie Saturday. Should she go?

A. Yes
B. No
C. Don't Know

37. Jane wants to be a doctor. Should she?

A. Yes
B. No
C. Don't Know

38. You want to go to a movie but you do not have any money. What should you do?

A. Stay home
B. Sneak in
C. Try to earn some money

39. Your father sent you to the store to get some hamburger buns. The store doesn't have any. What should you do?

A. Call your father and ask him what to do
B. Get plain bread instead
C. Buy candy with the money
D. Go to the movies

40. You have saved enough money to buy a new bicycle. You don't know what kind to buy. What would you do?

A. Ask one friend who has a bicycle what kind to buy
B. Ask a lot of friends who have bicycles what kind to buy
C. Buy the same kind your best friend has
D. Buy a TV instead

Occupational, Educational and Economic Concepts and Skills

(1.10) 41. Can you learn things from people in town?

A. Yes
B. No
C. Don't Know

(1.12) 42. Can you learn best when studying with a friend?

A. Yes
B. No
C. Don't Know

(2.1) 43. Which is not work?

A. Making donuts
B. Directing traffic
C. Riding a bicylce
D. Mowing the lawn

44. Which is not work?

A. Using an adding machine
B. Acting on TV
C. Cooking meals at home
D. Watching TV

(2.2) 45. John bought a car. That means that John

A. Produced a car
B. Is a consumer
C. Has a job
D. Borrowed money

46. Sally's father is a farmer. That means that Sally's father is

A. A producer
B. An employee
C. An employer
D. A consumer

(2.3) 47. Do you sometimes daydream about jobs you would like to have when you are older?

A. Yes
B. No
C. Don't Know

(2.4) 48. Being an airplane pilot is most like being a

A. Doctor
B. Teacher
C. Bus driver
D. Lawyer

(2.5) 49. Could a school teacher become a lawyer?

A. Yes
B. No
C. Don't Know

(2.8) 50. Do farmers trade their crops for food and clothing?

A. Yes
B. No
C. Don't Know

(1.11) 51. Do you listen to what other kids say in class?

A. Yes
B. No
C. Don't Know

52. Do you try to understand the feelings of others?

A. Yes
B. No
C. Don't Know

53. Is it sometimes O.K. to help others with their school work?

A. Yes
B. No
C. Don't Know

54. Do you wait your turn to talk in class?

A. Yes
B. No
C. Don't Know

55. Do you act the same way at recess as in class?

A. Yes
B. No
C. Don't Know

(2.6) 56. Is making money the only reason people work?

A. Yes
B. No
C. Don't Know

57. If you do your work well, will people notice you?

A. Yes
B. No
C. Don't Know

58. Could everyone buy a color TV if they wanted to?

A. Yes
B. No
C. Don't Know

59. Can everyone take a two-week trip?

A. Yes
B. No
C. Don't Know

60. Do most people like to work?

A. Yes
B. No
C. Don't Know

IOWA CAREER EDUCATION INVENTORY

Grades 4 - 6

GRADES 4-6

ACCOMMODATION

Self

(1.1) 1. If you like music, you would probably also like to

A. Build models
B. Grow flowers
C. Dance
D. Play baseball

2. If you like to draw, you would probably also like to

A. Read Morse code
B. Paint
C. Fish
D. Cook

3. If you don't like to be outside, you would probably like

A. Camping
B. Playing football
C. Going on a picnic
D. Watching TV

(1.2) 4. If you wanted to become an engineer, you should be good at

A. Social studies
B. Foreign languages
C. Mathematics
D. History
E. Dancing

5. If you wanted to become a doctor, you should be good at

A. Music
B. Physical education
C. Social studies
D. Science
E. None of the above

6. Do you have the ability to go to college?

A. Yes
B. No
C. Don't Know

7. Could you become an airplane pilot if you wanted to?

A. Yes
B. No
C. Don't Know

(1.3) 8. Can you run 2 miles without stopping?

A. Yes
B. No
C. Don't Know

9. Can you throw a ball farther than any of your friends?

A. Yes
B. No
C. Don't Know

10. Are you one of the best athletes in your class?

A. Yes
B. No
C. Don't Know

Self and Society

(1.9) 11. Acceptable behavior is not the same for all groups of people.

A. True
B. False
C. Don't Know

12. I could work with a person who does not believe in the same things I do.

A. True
B. False
C. Don't Know

13. Certain racial groups are right in placing a high value on the family.

A. True
B. False
C. Don't Know

14. Certain racial groups are wrong to place a high value on music, dance, and art.

A. True
B. False
C. Don't Know

(2.7) 15. Some people work to give others recreation.

A. True
B. False
C. Don't Know

16. Businesses in our community do <u>not</u> contribute to my family's standard of living.

A. True
B. False
C. Don't Know

17. John had an accident at school and broke his leg. The principal called the telephone operator who called an ambulance. The ambulance driver drove John to the hospital. At the hospital a doctor set John's leg and an intern put a cast on the leg. Who did the most important job?

A. The telephone operator
B. The ambulance driver
C. The doctor
D. The intern
E. They were equally important

(2.9) 18. Bob can learn to weld by helping Mr. Johnson at his welding shop.

A. True
B. False
C. Don't Know

19. Karen is a sixth grader. She told Mike, "I am learning lots of things in school that will help me in my work when I get older." Mike said, "You are not. You will not learn things that will help in your work until you get to high school or college." Who was right?

A. Karen
B. Mike
C. Don't Know

20. Dave likes to help Mr. Jones in his TV repair shop. His brother, Dean, feels that he is wasting his time there. Dave says, "But I want to be a TV repairman myself someday and I'm learning a lot from Mr. Jones." Dean says, "That won't help you. The only way to learn to repair TV's is to go to school." Who is right?

A. Dave
B. Dean
C. Don't Know

Interpersonal Relations

(1.5) 21. Are you interested in what other people do?

A. Yes
B. No
C. Don't Know

22. Do you trust your friends?

A. Yes
B. No
C. Don't Know

(1.6) 23. If you are the first to be picked by your friends to play sports, most of the time this is because

A. You are good at games
B. They are your friends
C. Someone told them to pick you
D. You are good looking

24. If someone tells you that you are dumb, it is <u>most</u> likely that they say that because

A. They are mad at you
B. They do not like you
C. You really are dumb
D. That is the way adults talk to kids

(1.7) 25. Are your interests more like your classmates than adults?

A. Yes
B. No
C. Don't Know

26. Are there some things you can do better than your friends?

A. Yes
B. No
C. Don't Know

27. In an election, do your neighbors all vote for the same persons as your parents?

A. Yes
B. No
C. Don't Know

(1.8) 28. Do you have both boys and girls as friends?

A. Yes
B. No
C. Don't Know

29. Do you like to talk with older people?

A. Yes
B. No
C. Don't Know

30. Do you avoid talking with your parents?

A. Yes
B. No
C. Don't Know

Decision Making

(1.4) 31. Could you become a lawyer?

A. Yes
B. No
C. Don't Know

32. Could you become a teacher?

A. Yes
B. No
C. Don't Know

33. Could you become an actor or actress?

A. Yes
B. No
C. Don't Know

(1.13) 34. Bob bought a record at Jones' Record Store for $5.00. The next day he saw the same record in the dime store for $3.00. He took his record back to Mr. Jones and told him that he could get the same record for $2.00 less at the dime store and asked that Mr. Jones either take the record back and refund his $5.00 or give him $2.00 and let him keep the record. Mr. Jones refused to do either. Was Mr. Jones fair?

A. Yes
B. No
C. Don't Know

35. On Wednesday you agree to babysit for the Smiths Saturday night. On Friday your parents tell you they are going to a movie Saturday night and ask if you want to come along. You want to see the movie very much. What should you do?

A. Tell the Smiths you can't babysit Saturday night after all
B. Babysit for the Smiths Saturday night
C. Don't Know

(3.1) 36. Which of the following abilities is <u>least</u> important for a career in engineering?

A. Reading skill
B. Music ability
C. Understanding of science
D. Math ability

37. Which of the following abilities is <u>unnecessary</u> for a career as a farmer?

A. Mathematics
B. Reading
C. Science
D. Music

(3.2) 38. Janice likes competition. She hurt her back swimming and cannot go out for school sports. What other school activity to you think Janice would choose to take part in?

A. Spelling bee
B. Chess club
C. Class elected office
D. All of the above

39. Bev is interested in singing and dancing and she thinks that a career on stage would be nice. What school activity do you think Bev would choose to take part in?

A. School band
B. School math club
C. School athletic club
D. School drama club

40. You want to be a politician and want to take part in a school activity that will help you. You can only choose one activity and you don't know whether to choose speech, drama, or debate. What would you do?

A. Just choose any one
B. Take none of them
C. Talk to your counselor
D. Choose the math club instead

Occupational, Educational and Economic Concepts and Skills

(1.10) 41. Through your experiences at school and home can you learn what you will be good at when at work?

A. Yes
B. No
C. Don't Know

(1.12) 42. Do all people learn best by reading?

A. Yes
B. No
C. Don't Know

43. Do some people learn better by doing things rather than being told?

A. Yes
B. No
C. Don't Know

(2.1) 44. Mr. Johnson is a TV repairman. On Saturdays he mows the lawn at the church. He does not get paid to mow the lawn. Would you say that he is working when he is mowing the the church lawn?

A. Yes
B. No
C. Don't Know

(2.2) 45. Who would be responsible for seeing that all the parts that are needed for a product are available?

A. Purchasing agent
B. Assembly line worker
C. Foreman
D. Design engineer

46. Bob thinks he would like to become a professional photographer. Which of the following interests is <u>least</u> important to Bob's career plans?

A. Likes art
B. Likes to read
C. Likes to work with equipment
D. Likes to create things
E. None of the above

(2.4) 47. Which of the following occupations is <u>not</u> similar to the rest?

A. Law enforcement
B. Military service
C. Forest ranger
D. Travel agent
E. Fire fighter

(2.5) 48. Sandra just finished school to become an airplane pilot. If she stays with this job for many years, she will need to learn

A. How to fly new planes
B. New methods of flying
C. New skills
D. All of the above

(2.8) 49. Even today, some people may not be able to get the job they want because of their sex, race or religion.

A. True
B. False
C. Don't Know

50. Movie stars can have all the privacy they want.

A. True
B. False
C. Don't Know

51. The more money you make, the more things you can buy.

A. True
B. False
C. Don't Know

Work Attitudes and Values

52. Would you throw a gum wrapper on the ground if you knew no one was watching?

A. Yes
B. No
C. Don't Know

53. Billy feels that it is not appropriate to say "Thank you" when helped by a clerk in a store because they are just doing what they are getting paid for. Do you agree?

A. Yes
B. No
C. Don't Know

(2.6) 54. If John does his job well, he might receive all except which one of the following?

A. A pay raise
B. Praise from others
C. Satisfaction
D. Better health

55. Mr. Jones had a successful career as a foreman in a factory for 20 years. Then he had an accident at work. He has recovered and feels good but one arm is crippled as a result of the accident. If he wants to he can go back to work. If he does not go back to work his insurance company will pay him the amount he would make working. What do you think you would do?

A. Go back to work
B. Stay home and take the insurance money
C. Don't Know

56. Mr. Edwards is retired after being a fireman for 35 years. He still spends lots of time at the fire station. Why would he do that?

A. He wants to visit his friends
B. He doesn't think they can get along without him
C. He wants to make up for the days he missed while working
D. None of the above

57. Would you do work that you didn't get paid for and didn't have to do?

A. Yes
B. No
C. Don't Know

(3.3) 58. The only way people can tell if they do a good job is if others tell them.

A. True
B. False
C. Don't Know

59. Most people on welfare get as much money as people who work.

A. True
B. False
C. Don't Know

60. When people do good work they want people to notice.

A. True
B. False
C. Don't Know

IOWA CAREER EDUCATION INVENTORY

Grades 7 - 9

GRADES 7-9

EXPLORATION

Self

(1.1) 1. Are you interested in writing?

A. Yes
B. No
C. Don't Know

2. Are you interested in collecting?

A. Yes
B. No
C. Don't Know

3. Are you interested in repairing things?

A. Yes
B. No
C. Don't Know

(1.2) 4. You have a chance to get a good paying part time job taking care of severely handicapped children. Could you do that?

A. Yes
B. No
C. Don't Know

5. You have a chance to get a good paying part time job taking care of an old person who needs to be fed and bathed. Could you do that?

A. Yes
B. No
C. Don't Know

6. The person who draws the Peanuts cartoons wants to hire you to give him ideas for cartoons. Could you do that?

A. Yes
B. No
C. Don't Know

7. You have the opportunity to take a long canoe trip down a Canadian river. Before going you would have to become an expert at handling a canoe. Could you do that?

A. Yes
B. No
C. Don't Know

---------- Do you have the physical ability to be:

8. A professional dancer?

   A. Yes
   B. No
   C. Don't Know

9. A very good skier?

   A. Yes
   B. No
   C. Don't Know

10. A mountain climber?

   A. Yes
   B. No
   C. Don't Know

Self and Society

(1.9) 11. People who live in small towns have the same values as people who live in large cities.

   A. True
   B. False
   C. Don't Know

12. All politicians are dishonest.

   A. True
   B. False
   C. Don't Know

13. The United States is the only good country to live in.

   A. True
   B. False
   C. Don't Know

(2.7) 14. Why can't we have a society where nobody works?

   A. There would be no products
   B. There would be no services
   C. There would be no food
   D. All of the above

15. What occupation is needed for our society to survive?

   A. Medical doctor
   B. Lawyer
   C. Accountant
   D. All of the above

16. Why must at least some people work if our society is to survive?

    A. To learn
    B. To produce our food
    C. Because it is expected
    D. None of the above

17. Why is it essential that at least some people work in our society?

    A. To produce food and products for themselves and others
    B. To get money for spending
    C. To get pleasure for themselves
    D. To have a working class

(2.9) 18. Candy thinks she would like to become a disc jockey. She would most likely choose what school activity?

    A. Be mistress of ceremonies at a school show
    B. Become a cheerleader
    C. Go out for basketball
    D. None of the above

19. Herman thinks he would like to be a real estate broker. What school subject would help him in his chosen career?

    A. History
    B. Economics
    C. Physical education
    D. None of the above

20. Nancy wants to become a newspaper editor. She can learn the skills needed for that job in math class.

    A. True
    B. False
    C. Don't Know

Interpersonal Relations

21. Are there some people who never show any emotion?

    A. Yes
    B. No
    C. Don't Know

22. If you had grown up in a different family, would your emotions probably have been different than they are now?

    A. True
    B. False
    C. Don't Know

(1.6) 23. Do different people have different opinions of you?

A. Yes
B. No
C. Don't Know

24. Cindy invited a foreign friend to have dinner at her family's house. After the friend left, Cindy's family discussed his strange manners. Which of the following is most likely to be true?

A. The friend forgot his manners at Cindy's house
B. The friend's family has different manners than Cindy's
C. The friend has never learned any manners
D. Cindy's family does not know what good manners are

25. Different people's experiences tend to make them react to a situation in about the same way.

A. True
B. False
C. Don't Know

26. Some kids are better at some things than other kids because of their parents.

A. True
B. False
C. Don't Know

27. If you had grown up in a different family, you would probably have the same interests as you do now.

A. True
B. False
C. Don't Know

(1.8) 28. The friends you have now will probably be the same friends you will have ten years after you graduate from high school.

A. True
B. False
C. Don't Know

29. The leaders of the future will definitely be the students who are leaders now.

A. True
B. False
C. Don't Know

30. Your best friend will definitely be your best friend for life.

A. True
B. False
C. Don't Know

Decision Making

31. Have you made some plans for a career?

A. Yes
B. No
C. Don't Know

32. Have you thought about how you want to live in the future?

A. Yes
B. No
C. Don't Know

33. Jackie's mother wants her to go to college but Jackie is more interested in working right after school. What should Jackie do?

A. Ask a friend what to do
B. Go to college just to please her mother
C. Do what she is most interested in
D. Discuss possibilities with her school counselor

(1.14) 34. Are you getting a good education?

A. Yes
B. No
C. Don't Know

(1.15) 35. Joe gets good grades in everything but does not get along well with others. At home he raises pets, develops pictures, builds models and operates a ham radio. At school he is in debate, math club and athletics. Joe might become a

A. Lawyer
B. Newspaper reporter
C. Scientist
D. Bookkeeper

36. Nancy is an average student and is very popular. She is always talking to one of her friends. In school she is in drama and the Future Homemakers club. Her hobbies are sewing, music and reading. Nancy might become a

A. Bookkeeper
B. Nurse
C. Auto mechanic
D. Receptionist

(3.1) 37. Cathy works well with her hands and likes to make things. She does not want to go to college. What area would be of interest to Cathy?

A. Manufacturing
B. Government
C. Transportation
D. Health

38. Sandy has a lot of friends and she gets along well with everyone. She has good taste and has an eye for good buys. Sandy would like a career in which of the following areas?

A. Transportation
B. Business
C. Health
D. All of the above

39. Mary Ann is well groomed, poised and alert. She likes to be around people. Mary Ann does poorly in English class at school, but she likes drama club. What do you think is the most suitable career for Mary Ann?

A. Airlines stewardess
B. Stenographer
C. Newspaper reporter
D. Hotel maid

(3.2) 40. Herb is very skillfull with his hands and he has a sensitive touch. Herb has a great deal of patience. He did not complete high school. What do you think is most suitable for Herb?

A. Drafting
B. College professor
C. Sales clerk
D. Watch repairman

Occupational, Educational and Economic Concepts and Skills

(1.10) 41. Where a person lives influences what he does for a living.

A. True
B. False
C. Don't Know

42. How do you manage your time?

A. Leave jobs until the last minute
B. Begin jobs well ahead of when they need to be done
C. Don't Know

(2.1) 43. Is what you learn in physical education as important as what you learn in Spanish?

A. Yes
B. No
C. Don't Know

(2.2) 44. In factories, managers belong to labor unions.

A. True
B. False
C. Don't Know

(2.3) 45. Who would be the most involved in the fuel shortage?

A. Astronomer
B. Meteorologist
C. Geologist
D. Demographer
E. All equally involved

(2.4) 46. Which of the following does <u>not</u> belong to the construction cluster?

A. Carpenter
B. Electrician
C. Machinist
D. Mason
E. They all belong

(2.5) 47. Many workers will probably have to change jobs more than once due to technological changes.

A. True
B. False
C. Don't Know

48. The money for our military defense comes from

A. Federal income tax
B. State income tax
C. City tax
D. County tax
E. All of the above

(2.11) 49. If the U.S. gets involved in another war there will be more unemployment.

A. True
B. False
C. Don't Know

(3.4) 50. LeRoy feels that he wants to be free to travel and live in different places. Which occupation would be most appropriate for him?

A. Farmer
B. Doctor
C. Lawyer
D. Carpenter
E. All equally appropriate

Work Attitudes and Values

(1.11) 51. Is it a good idea to do extra school work?

A. Yes
B. No
C. Don't Know

52. Should you study even if you get good grades without studying?

A. Yes
B. No
C. Don't Know

(2.6) 53. In our country do adults have to work to be socially acceptable?

A. Yes
B. No
C. Don't Know

54. In our society, does everyone who works contribute to the general good?

A. Yes
B. No
C. Don't Know

55. Will your political attitudes probably change after you go to work?

A. Yes
B. No
C. Don't Know

56. Will your values probably remain the same after you go to work?

A. Yes
B. No
C. Don't Know

57. Susan is working full time as a press operator at a newspaper. She likes her job but she is also studying watch repair in night school. Her friend told her that she is wasting her time in night school since she already has a good job she likes. She answered that she might not always be able to have a job as a press operator so she wants another skill to fall back on. Who do you agree with?

A. Susan
B. Her friend
C. Don't Know

(3.5) 58. In our country can work that is dignified in one culture be undignified in another?

A. Yes
B. No
C. Don't Know

59. In our country are there differences between the leisure activities of black and white persons?

A. Yes
B. No
C. Don't Know

60. In our country are people from some cultures more thrifty than others or is that just a myth?

A. Yes, some are more thrifty
B. No, that is a myth
C. Don't Know

IOWA CAREER EDUCATION INVENTORY

Grades 10 - 12

GRADES 10-12

PREPARATION

Self

(1.1) 1. For your hobbies, do you

A. Stick with the things you start
B. Keep changing
C. Don't Know

2. In a restaurant do you have trouble deciding on what to order?

A. Yes
B. No
C. Don't Know

3. When you go out with a friend are you sometimes annoyed when they can't make up their minds what to do?

A. Yes
B. No
C. Don't Know

----------Think of a career you would seriously like to pursue. Then answer the following two questions.

(1.2) 4. Are you intelligent enough to pursue that career?

A. Yes
B. No
C. Don't Know

5. Are you creative enough to follow that career?

A. Yes
B. No
C. Don't Know

6. Think of the life style you expect to have as an adult. Do you think you will be able to earn enough money to afford that style?

A. Yes
B. No
C. Don't Know

7. All people prefer jobs that require them to work up to their fullest mental capacity.

A. Yes
B. No
C. Don't Know

(1.3) 8. Sam wanted to be a forest ranger, but was turned down because he couldn't pass the physical examination. Is that fair?

A. Yes
B. No
C. Don't Know

9. Sally was a good athlete in high school and college. She has a job as a stock broker so her physical ability is not important to her job. Sally feels that it is not necessary for her to keep in good physical condition. Do you agree?

A. Yes
B. No
C. Don't Know

10. In the world of work, it really doesn't make much difference how strong you are. How bright you are is the only thing that matters.

A. True
B. False
C. Don't Know

Self and Society

(1.9) 11. People need television.

A. True
B. False
C. Don't Know

12. People need clothing.

A. True
B. False
C. Don't Know

(2.1) 13. Work gives people pride in themselves.

A. True
B. False
C. Don't Know

14. Which of these needs of society are <u>not</u> fulfilled by people working?

A. Production of food
B. Manufacture of building materials
C. Religion
D. Repairing of machinery
E. All of the above are fulfilled by people working

(2.7) 15. Society depends upon individual's needs.

A. True
B. False
C. Don't Know

16. Society's needs do not determine the work patterns of individuals.

A. True
B. False
C. Don't Know

17. Society's needs are determined by the individual needs in our society.

A. True
B. False
C. Don't Know

(2.9) 18. The school setting provides for the development of math skills necessary for the world of work.

A. True
B. False
C. Don't Know

19. The school setting does not provide for the development of leisure skills necessary for the working person.

A. True
B. False
C. Don't Know

20. The school setting does not provide for the development of interpersonal relationship skills necessary for the world of work.

A. True
B. False
C. Don't Know

Interpersonal Relations

(1.5) 21. When Jan and Carol go to a movie, Jan frequently laughs out loud while Carol never does. What is most likely to be true?

A. Carol has no sense of humor
B. They have a different taste in humor
C. Jan is a shallow person
D. Carol's family is more reserved than Jan's

22. Which of the following is most true?

A. Italians laugh more than Germans because they are naturally happier
B. Greeks sing and dance more than Swedes because they have naturally better rhythm
C. Women cry openly more than men because they have been taught to express themselves differently
D. A person is born with ways of expressing emotion and those ways are little affected by the person's environment

(1.6) 23. Do people think you are creative?

A. Yes
B. No
C. Don't Know

24. Do your friends think you are honest?

A. Yes
B. No
C. Don't Know

25. Do your teachers think you are bright?

A. Yes
B. No
C. Don't Know

(1.7) 26. Do all human beings have the same basic needs?

A. Yes
B. No
C. Don't Know

27. Do all people have the same opportunity to get a good job?

A. Yes
B. No
C. Don't Know

28. Is it O.K. to do whatever you want as long as it is legal?

A. Yes
B. No
C. Don't Know

29. Are there societies where there are no controls over people's actions?

A. Yes
B. No
C. Don't Know

30. A group of people are planning to establish a society on a remote island where there will be no control over human actions at all. Do you think that is possible?

A. Yes
B. No
C. Don't Know

Decision Making

(1.4) 31. Have you made a career choice?

A. Yes
B. No
C. Don't Know

32. Have you begun preparing for a career?

A. Yes
B. No
C. Don't Know

(1.13) 33. Which of the following is not a consequence of going to a four year university upon graduation from high school?

A. Learn a trade the fast way
B. Meet a wide range of people
C. Spend considerable money
D. Spend considerable time

24. Could you earn a good living with the skills you have now?

A. Yes
B. No
C. Don't Know

(1.15) 35. Fred is a friendly, polite type of guy. He listens to you in a conversation and gives good advice when asked. Which is most likely about Fred?

A. He would be a good actor
B. He is interested in politics
C. He would be a good lawyer
D. He has lots of friends

36. Donald is very good at auto mechanics. He rebuilds cars and has some of his own that he races. Which is most likely true about Donald?

A. He values physical things
B. He isn't very smart
C. He wants to have a desk job
D. He likes to think abstractly

(3.1) 37. A person interested in fashions would probably be least interested in

A. Designing
B. Planning
C. Appearance
D. Production

38. Persons interested in reading would more likely be interested in

A. Teaching
B. Using their head
C. Helping others
D. Using their hands

(3.2) 39. John is very interested in farming. He intends to go to the state university to major in agriculture. His older brother tells him that he would be wasting his time because he won't be able to afford to buy farm land and equipment. Would John be wasting his time?

A. Yes
B. No
C. Don't Know

40. Do you have a plan for entry into your chosen career?

A. Yes
B. No
C. Don't Know

Occupational, Educational and Economic Concepts and Skills

41. Which of the following is not a place to learn life skills?

A. School
B. Home
C. The community
D. None of the above

42. Do you know how you learn the best?

A. Yes
B. No
C. Don't Know

(2.2) 43. Which of the following is not a result of labor unions?

A. Increased salaries
B. Improved working conditions
C. Increased unemployment
D. Decreased unemployment
E. None of the above

44. Barbara is a good student. She wants to have time to do lots of traveling. What occupation would you choose for her?

A. Lawyer
B. Doctor
C. Real estate agent
D. Teacher
E. Any of the above

45. A person who is skilled in automotive mechanics could most easily become a(n)

A. Air conditioner and refrigeration mechanic
B. Radio repair man
C. Diesel mechanic
D. Mechanical engineer

(2.5) 46. Mr. Adams is 47 years old. He had a very successful career as an aeronautical engineer for the Shady Aircraft factory in Remote, South Dakota. The factory went broke and closed down. What should Mr. Adams do?

A. Go on welfare
B. Go back to school and prepare for another job
C. Take whatever job he can get in Remote, S.D.
D. Look for a job as an aeronautical engineer in another location

(2.8) 47. Which of the following is <u>not</u> a fringe benefit?

A. Vacation days
B. Sick leave
C. Lunch breaks
D. Health insurance
E. They all are

(2.10) 48. Which of the following would <u>not</u> be appropriate during a job interview?

A. For you to ask the interviewer questions about the company
B. For the interviewer to ask you about your qualifications
C. For the interviewer to ask you about your experience
D. None of the above

(2.11) 49. If a law allowing more cars to be imported was passed, which of the following would not be an effect on our society?

A. Auto workers may lose their jobs
B. Dock workers may gain jobs
C. Automobile prices may go down
D. Shipping companies may gain jobs
E. None of the above

(3.4) 50. Barbara majored in business in college. If she was looking for her first job, where would she most probably start in the world of work?

A. Bank vice president
B. Bank branch manager
C. Bank teller
D. None of the above

Work Attitudes and Values

(1.11) 51. In order to get ahead in the world of work is it sometimes nescessary to compromise some of your beliefs?

A. Yes
B. No
C. Don't Know

52. Do you sometimes do what you feel is expected of you rather than what you really want to do?

A. Yes
B. No
C. Don't Know

(2.6) 53. Should everyone who is qualified as an auto mechanic be able to get a job as an auto mechanic?

A. Yes
B. No
C. Don't Know

54. In the world of work, are the needs of individuals and the needs of society usually in conflict?

A. Yes
B. No
C. Don't Know

(3.3) 55. When your teachers were young did they have different values than they have now?

A. Yes
B. No
C. Don't Know

56. Do people become more content as their careers progress?

A. Yes
B. No
C. Don't Know

57. Is a successful businessman likely to change from being a Republican to being a Democrat?

A. Yes
B. No
C. Don't Know

(3.5) 58. Which would you rather do?

A. Work longer hours, make more money, but have less leisure time
B. Work shorter hours, make less money, but have more leisure time
C. Don't Know

59. In a business do the people who are in management have more leisure time than the workers?

A. Yes
B. No
C. Don't Know

60. Do people who work for themselves work shorter hours than people who work for someone else?

A. Yes
B. No
C. Don't Know

SCORING AND ANALYSIS

The Iowa Career Education Inventory was designed in such a way that standard machine readable test answer sheets could be used for recording student response and for scoring and so that the computation involved in the analysis would be quite simple. A variety of standard machine readable answer sheets are available from various public and commercial sources. In choosing answer sheets the only essential criteria are:

1. There must be space for recording answers to 60 items.

2. The answer sheets must provide for a choice of five responses to each item.

3. The responses should be alphabetically rather than numerically designated. That is, the responses for each item should be A, B, C, D, and E.

Answer sheets may, of course, be hand scored. In that case users may wish to design and duplicate their own.

If the answer sheets are to be machine scored, a service must be used that will allow for multiple correct responses for some items since some items, as indicated by the key, do have two correct answers. An analysis service should be used which will provide subscores on parts of the inventory as well as total scores. Each group of ten items (1-10, 11-20, etc.) represents a domain of career education. Results will usually be most useful if they are produced by domain (items 1-10, 11-20, etc.) and by total score for the inventory level. Thus an individual student's score might be:

Domain:	SLF	SAS	IPR	DMK	OCS	WAV	TOTAL
Score:	7	6	8	9	5	7	43

IOWA CAREER EDUCATION INVENTORY

Answer Keys

TABLE 2

AWARENESS ANSWER KEY

1.	A,B*	31.	A
2.	A,B	32.	A
3.	A,B	33.	A
4.	A,B	34.	A
5.	A,B	35.	A
6.	A,B	36.	C
7.	A,B	37.	C
8.	A,B	38.	C
9.	A,B	39.	A
10.	A,B	40.	B
11.	A	41.	A
12.	B	42.	A,B
13.	A	43.	C
14.	A	44.	D
15.	C	45.	B
16.	A	46.	A
17.	B	47.	A
18.	A	48.	C
19.	A	49.	A
20.	A	50.	B
21.	A	51.	A
22.	A	52.	A
23.	A	53.	A
24.	A	54.	A
25.	A	55.	B
26.	A	56.	B
27.	A	57.	A
28.	A	58.	B
29.	A	59.	B
30.	B	60.	A

* Where two correct answers are indicated, either of those answers should be counted correct.

TABLE 3

ACCOMMODATION ANSWER KEY

1.	C	31.	A,B
2.	B	32.	A,B
3.	D	33.	A,B
4.	C	34.	A
5.	D	35.	B
6.	A,B*	36.	B
7.	A,B	37.	D
8.	A,B	38.	D
9.	A,B	39.	D
10.	A,B	40.	C
11.	A	41.	A
12.	A	42.	B
13.	A	43.	A
14.	B	44.	A
15.	A	45.	A
16.	B	46.	B
17.	E	47.	D
18.	A	48.	D
19.	A	49.	A
20.	A	50.	B
21.	A,B	51.	B
22.	A,B	52.	B
23.	A	53.	B
24.	A	54.	D
25.	A	55.	A
26.	A	56.	A
27.	B	57.	A
28.	A	58.	B
29.	A	59.	B
30.	B	60.	A

* Where two correct answers are indicated, either of those answers should be counted correct.

TABLE 4

EXPLORATION ANSWER KEY

1.	A,B*	31.	A
2.	A,B	32.	A
3.	A,B	33.	D
4.	A,B	34.	A,B
5.	A,B	35.	C
6.	A,B	36.	D
7.	A,B	37.	A
8.	A,B	38.	B
9.	A,B	39.	A
10.	A,B	40.	D
11.	B	41.	A
12.	B	42.	A,B
13.	B	43.	A
14.	D	44.	B
15.	D	45.	C
16.	B	46.	C
17.	A	47.	A
18.	A	48.	A
19.	B	49.	B
20.	B	50.	D
21.	B	51.	A
22.	A	52.	A
23.	A	53.	A
24.	B	54.	A
25.	B	55.	A
26.	A	56.	B
27.	B	57.	A
28.	B	58.	A
29.	B	59.	A
30.	B	60.	A

* Where two correct answers are indicated, either of those answers should be counted correct.

TABLE 5

PREPARATION ANSWER KEY

1.	A	31.	A
2.	B	32.	A
3.	A	33.	A
4.	A	34.	A,B
5.	A	35.	D
6.	A	36.	A
7.	B	37.	D
8.	A	38.	B
9.	B	39.	B
10.	B	40.	A
11.	B	41.	D
12.	A	42.	A
13.	A	43.	C
14.	E	44.	D
15.	A	45.	C
16.	B	46.	D
17.	A	47.	C
18.	A	48.	D
19.	B	49.	E
20.	B	50.	C
21.	D	51.	A
22.	C	52.	A
23.	A,B*	53.	B
24.	A,B	54.	B
25.	A,B	55.	A
26.	A	56.	A
27.	B	57.	B
28.	B	58.	A,B
29.	B	59.	B
30.	B	60.	B

* Where two correct answers are indicated, either of those answers should be counted correct.

INTERPRETATION OF RESULTS

Individual Student Results

Although the Iowa Career Education Inventory is primarily intended for analysis of scores on groups of students, some analyses of individual student scores may be useful. Raw scores are not meaningful except to say that one student scored higher than another or that a student scored higher at the end of the year than at the beginning. Percentile Ranks and Normal Curve Equivalents (NCE's) both provide information on individual student results as compared with other students at the same grade level. Caution should be exercised if examining individual student scores on each of the domains. It should be remembered that each domain is measured by just ten items, thus the domain scores for individual students are not highly reliable. Also, it is not appropriate to compare individual student raw scores between domains. The level of difficulty of the items varies from domain to domain. Thus a particular score on one domain will not be equivalent to the same score on another domain. A score of 7, for example, may be quite a high score on one domain and quite a low score on another domain.

Group Results

Interpretation of results for various groups of students is appropriate. A group might be all ninth graders in a school district, all sixth graders in a building, all third graders in a class, or all twelfth graders in a special program. When averaging scores for a group of students it is best to convert the raw scores first to NCE's, then to average the NCE's. Averages may be computed by domain or by level. As with the case of individual student raw scores, caution should be exercised when interpreting group raw scores due to the varying level of difficulty of items between domains and between levels. If third graders had an average raw score of 45 on the awareness portion of the inventory while sixth graders had an average raw score of 45 on the accommodation portion of the inventory, one cannot say that those averages are equivalent since the items are of different difficulty. As another example, if third graders had an average raw score of 6 on the Self domain and also had an average raw score of 6 on the Self and Society domain, one cannot say that they did equally well on those two domains. Again, the reason is the varying level of difficulty. If comparisons are to made between group averages on domains of levels, the individual raw scores should first be converted to NCE's. Then the NCE's averaged and comparisons made between the averaged NCE's. NCE averages are equivalent between domains and levels.

CORRESPONDENCE OF ITEMS TO OBJECTIVES

Table 6, page 81, presents the inventory item numbers which correspond to each numbered objective. With this information at hand users may desire to add items for further assessment of pupil progress pertaining to specific objectives, or to modify items for greater appropriateness to activities conducted in a local situation.

A similar list, organized according to the categorization of objectives by the career education goals presented in the Appendix is provided on page 96.

TABLE 6

ITEM - OBJECTIVE CORRESPONDENCE

DOMAIN	OBJECTIVE	ITEMS NUMBER			
		AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
Self	1.1	1-3	1-3	1-3	1-3
	1.2	4-7	4-7	4-7	4-7
	1.3	8-10	8-10	8-10	8-10
Self and Society	1.9	11-14	11-14	11-13	11-12
	2.1				13-14
	2.7	15-17	15-17	14-17	15-17
	2.9	18-20	18-20	18-20	18-20
Interpersonal Relationships	1.5	21-23	21-22	21-22	21-22
	1.6	24-25	23-24	23-24	23-25
	1.7	26-27	25-27	25-27	26-27
	1.8	28-30	28-30	28-30	28-30
Decision Making	1.4	31-35	31-33	31-32	31-32
	1.13	36-40	34-35	33	33
	1.14			34	34
	1.15			35-36	35-36
	3.1		36-37	37-39	37-38
	3.2		38-40	40	39-40
Occupational Educational & Economical Concepts and Skills	1.10	41	41	41	41
	1.12	42	42-43	42	42
	2.1	43-44	44	43	
	2.2	45-46	45	44	43
	2.3	47	46	45	44
	2.4	48	47	46	45
	2.5	49	48	47-48	46
	2.8	50	49-50		47
	2.10				48
	2.11			49	49
	3.4			50	50
Work Attitudes & Values	1.11	51-55	51-53	51-52	51-52
	2.6	56-60	54-57	53-54	53-54
	3.3		58-60	55-57	55-57
	3.5			58-60	58-60

MONITORING THE CURRICULUM

Once information has been obtained as to pupil progress in attaining career education objectives, there may be a need to inspect the curriculum to ascertain whether or not learning activities actually were provided to assist students in attaining those objectives. A recording device which is easily managed and which takes a minimal amount of time can be used throughout the year to provide this information.

The device presented here was developed in the project, "A Career Education Articulation Model, K-14" conducted by Iowa Central Community College. It is a tool for recording resources or methods of instruction, amount of time, number of students involved, and for which objectives and/or occupational clusters the activities were provided.

The objectives listed on this device correspond with the career education objective numbers for which the inventory items were developed.

MPD

(MONITORING PROCESS DESIGN)

To be used for assessing career education activities by grade level and teacher in a local school system.

DATE _____
Month Day Year

SCHOOL NAME _____

TEACHER _____

GRADE LEVEL _____

CURRICULUM AREA _____

Prepared by

IOWA CENTRAL COMMUNITY COLLEGE

in cooperation with:

Alta Community Schools
Storm Lake Community Schools
Albert City Community Schools
Crestland Community Schools
Humboldt Community Schools

as part of the K-14 ARTICULATION PROJECT

DARKEN ONLY ONE CIRCLE IN EACH OF THE THREE CATEGORIES

DAILY INSTRUCTIONAL ACTIVITIES IN CAREER EDUCATION

		1	2	3	4	5	6	7	8	9	10
1. Instructional Resources and Methods	Field Trip	○	○	○	○	○	○	○	○	○	○
	Workers in Class	○	○	○	○	○	○	○	○	○	○
	Work observation-interview	○	○	○	○	○	○	○	○	○	○
	Work experience (cooperative training)	○	○	○	○	○	○	○	○	○	○
	Use of career information resource/center	○	○	○	○	○	○	○	○	○	○
	Use of counselor in class	○	○	○	○	○	○	○	○	○	○
	Audio-visual presentation	○	○	○	○	○	○	○	○	○	○
	Role Playing (plays, skits, etc.)	○	○	○	○	○	○	○	○	○	○
	Career games	○	○	○	○	○	○	○	○	○	○
	Presentation-discussion	○	○	○	○	○	○	○	○	○	○
	Class projects	○	○	○	○	○	○	○	○	○	○
	Team teaching	○	○	○	○	○	○	○	○	○	○
	Simulated work experience	○	○	○	○	○	○	○	○	○	○
	Individualized instruction-independent study	○	○	○	○	○	○	○	○	○	○
2. Organization	Separate units	○	○	○	○	○	○	○	○	○	○
	Separate classes	○	○	○	○	○	○	○	○	○	○
	Integrated with course content	○	○	○	○	○	○	○	○	○	○
3. Evaluation	Excellent interest and motivation	○	○	○	○	○	○	○	○	○	○
	Average interest and motivation	○	○	○	○	○	○	○	○	○	○
	Poor interest and motivation	○	○	○	○	○	○	○	○	○	○

84

4. AMOUNT OF INSTRUCTIONAL TIME
(Darken circle for HRS. or MIN. or both)

Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.	Min.	Hrs.
10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1	10	1
20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2	20	2
30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3	30	3
40	4	40	4	40	4	40	4	40	4	40	4	40	4	40	4	40	4	40	4
50	5	50	5	50	5	50	5	50	5	50	5	50	5	50	5	50	5	50	5

5. NUMBER OF PEOPLE OR STUDENTS INVOLVED
(Darken two circles for each activity)
(e.g. Darken 09 for nine students
Darken 90 for ninety students)

None		None		None		None		None		None		None		None		None		None	
○		○		○		○		○		○		○		○		○		○	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

86

DARKEN AT LEAST ONE CIRCLE IN EACH COLUMN, BUT
DARKEN AS MANY AS APPLY TO EACH ACTIVITY

87

		1	2	3	4	5	6	7	8	9	10
6.	1.1 Recognizes personal interests	○	○	○	○	○	○	○	○	○	○
	1.2 Aware of mental and creative abilities	○	○	○	○	○	○	○	○	○	○
	1.3 Aware of physical characteristics	○	○	○	○	○	○	○	○	○	○
	1.4 Acquires short term personal goals	○	○	○	○	○	○	○	○	○	○
	1.5 Considers emotional characteristics of own being	○	○	○	○	○	○	○	○	○	○
	1.6 Evaluates image of self	○	○	○	○	○	○	○	○	○	○
SELF	1.7 Recognizes dignity of all human beings	○	○	○	○	○	○	○	○	○	○
	1.8 Recognize societies have controls on relations	○	○	○	○	○	○	○	○	○	○
	1.9 Assesses personal values in terms of human needs	○	○	○	○	○	○	○	○	○	○
	1.10 Recognizes and utilizes the education setting	○	○	○	○	○	○	○	○	○	○
	1.11 Assesses and manages own behavior	○	○	○	○	○	○	○	○	○	○
	1.12 Effectualizes personal modes of learning, etc.	○	○	○	○	○	○	○	○	○	○
	1.13 Effects decisions and consequences of them	○	○	○	○	○	○	○	○	○	○
	1.14 Evaluates personal competencies (experience, etc.)	○	○	○	○	○	○	○	○	○	○
	1.15 Evaluates own abilities, personal qualities, etc.	○	○	○	○	○	○	○	○	○	○
WORLD OF WOP"	2.1 Expand concept of work to include paid and unpaid	○	○	○	○	○	○	○	○	○	○
	2.2 Analyzes organization within the work force	○	○	○	○	○	○	○	○	○	○
	2.3 Comprehends a wide variety of occupations	○	○	○	○	○	○	○	○	○	○
	2.4 Comprehends the similarities of occupations	○	○	○	○	○	○	○	○	○	○
	2.5 Realizes work responsibilities change with occupation	○	○	○	○	○	○	○	○	○	○
	2.6- Recognizes the interdependency between the individual	○	○	○	○	○	○	○	○	○	○
	2.7 and society's needs, and the work implications	○	○	○	○	○	○	○	○	○	○
	2.8 Analyzes and experiences the economic aspects of work	○	○	○	○	○	○	○	○	○	○
	2.9 Recognizes education setting to gain direction	○	○	○	○	○	○	○	○	○	○
	2.10 Recognize process of seeking employment	○	○	○	○	○	○	○	○	○	○
	2.11 Become aware of international and national policies	○	○	○	○	○	○	○	○	○	○
SELF & WORK	3.1 Analyzes personal characteristics	○	○	○	○	○	○	○	○	○	○
	3.2 Explores selected occupational areas	○	○	○	○	○	○	○	○	○	○
	3.3 Recognize personal characteristic changes	○	○	○	○	○	○	○	○	○	○
	3.4 Prepare for job entry into selected occupations	○	○	○	○	○	○	○	○	○	○
	3.5 Become aware of philosophy of work and leisure	○	○	○	○	○	○	○	○	○	○
CLUSTERS	Agriculture	○	○	○	○	○	○	○	○	○	○
	Natural Rec. and Environment	○	○	○	○	○	○	○	○	○	○
	Construction	○	○	○	○	○	○	○	○	○	○
	Manufacturing	○	○	○	○	○	○	○	○	○	○
	Transportation	○	○	○	○	○	○	○	○	○	○
	Communications and Media	○	○	○	○	○	○	○	○	○	○
	Product Services	○	○	○	○	○	○	○	○	○	○
	Marketing & Distribution	○	○	○	○	○	○	○	○	○	○
	Business & Office	○	○	○	○	○	○	○	○	○	○
	Personal Services	○	○	○	○	○	○	○	○	○	○
	Hospitality and Recreation	○	○	○	○	○	○	○	○	○	○
	Home Economics	○	○	○	○	○	○	○	○	○	○
	Health	○	○	○	○	○	○	○	○	○	○
	Fine Arts & Humanity	○	○	○	○	○	○	○	○	○	○
	Public Service	○	○	○	○	○	○	○	○	○	○

DESCRIPTION OF ACTIVITIES REPORTED

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

APPENDIX

CAREER EDUCATION GOALS AND OBJECTIVES

The general goals for career education in Iowa are basically the same as the "essential elements" in the Code of Iowa, Chapter 280.0. Three specific goals for each of the general goals have been identified as follows:

GOAL I

Career education activities will develop awareness of self in relation to others and the needs of society.

Specific goals:

The learner should be able to:

A. Demonstrate an understanding of one's own physical, mental, emotional, and creative abilities, aptitudes, and interests.

B. Exhibit appropriate behaviors toward others in the home, school, and community.

C. Demonstrate an understanding of the interdependence of self, community, and the larger society.

GOAL II

Career education activities will provide for the exploration of employment opportunities and experiences in personal career decision making.

Specific goals:

The learner should be able to:

A. Demonstrate an understanding of a wide range of occupations and employment opportunities.

B. Demonstrate an understanding of the relationship of self to attributes of occupations.

C. Demonstrate an understanding of the decision making process through application to the planning and implementation of personal goals and career direction.

GOAL III

Career education activities will provide experiences which will help students integrate work values and work skills into their lives.

Specific goals:

The learner should be able to:

A. Exhibit the competencies necessary for work.

B. Demonstrate an understanding of the contributions and benefits of work and education of self and society.

C. Apply work values and skills for the benefit of self and society.

The career education objectives published in the Models for Career Education in Iowa series, which were organized into domains by career development behaviors for inventory development, have been assigned to each of the specific goals for career education.

Table 7 presents these objectives for each goal.

Table 8 presents the inventory items at each level by number for each goal and objective.

TABLE 7. GOALS AND OBJECTIVES

Career Education Goal I

Awareness of self in relation to others and the needs of society.

SPECIFIC GOALS	OBJECTIVES FOR PHASES OF CAREER EDUCATION			
	AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
A. Demonstrate an understanding of one's own physical, mental, emotional, creative abilities (aptitudes) and interests (importance of self as an individual).	Recognizes personal interests. 1.1*	Analyzes present interests as a basis for development of new interests. 1.1	Assesses personal interests. 1.1	Refines personal interests (both awareness and judgement. 1.1
	Becomes aware of own developing mental and creative abilities. 1.2	Recognizes own developing mental and creative abilities in terms of evolving life goals. 1.2	Assesses developing mental and creative abilities in terms of evolving life goals. 1.2	Correlates personal aspiration and life goals to own mental and creative abilities. 1.2
	Becomes aware of own physical characteristics. 1.3	Recognizes physical abilities. 1.3	Analyzes own physical abilities and potentials. 1.3	Conceptualizes the importance of own physical abilities and potentials. 1.3
	Recognizes feelings toward self. 1.5	Appraises feelings toward self. 1.5	Relates to own emotional characteristics as a function of his/her total being. 1.5	Formulates emotional characteristics as the function of one's own total being. 1.5
	Becomes aware of the environment best suited to own learning. 1.12	Recognizes personal modes of learning, management, action, and operation. 1.12	Analyzes personal modes of learning, management, action, and operation. 1.12	Effectualizes personal modes of learning, actions, and operation management, including consumer competencies. 1.12
		Recognizes that there is a continuous interaction between one's knowledge and acceptance of self and what the individual will become. 1.14	Assesses personal competencies such as experience, education, and skills. 1.14	Evaluates personal competencies such as experience, education, and skills. 1.14
		Recognizes that self knowledge is related to a set or system of values unique to each person. 1.15	Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other. 1.15	Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other. 1.15

* Numbers refer to objectives as numbered in the Models for Career Education in Iowa publications.

Career Education Goal I

(Continued)

SPECIFIC GOALS	OBJECTIVES FOR PHASES OF CAREER EDUCATION			
	AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
B. Exhibit appropriate behaviors toward others, home, school, and community.	Recognizes feelings toward self, peers, adults, and near environment. 1.5*	Relates emotional characteristics as an interpersonal function between self, peers and adults. 1.5	Identifies appropriate personal emotional characteristics (feelings) when interacting with self, peers, and near environment. 1.5	Utilizes appropriate personal emotional characteristics (feelings) when interacting with self, peers, adults, and near environment. 1.5
	Becomes aware of the feelings of peers and adults. 1.6	Appraises others perception of self. 1.6	Analyzes others perception of self. 1.6	Evaluates image of self as perceived by himself/herself and others. 1.6
	Recognizes that there are various peer groups with whom one associates. 1.8	Relates successfully with various peer groups. 1.8	Recognizes that peer group relationships may change with evolving maturity. 1.8	Recognizes that all societies have formal and informal controls on human relations. 1.8
	Recognizes and performs appropriate behaviors for the school setting. 1.11	Recognizes and performs appropriate behaviors for the community setting. 1.11	Evaluates behaviors considered appropriate for the school and community setting. 1.11	Assesses and manages own behavior in terms of personal value system and societal expectations. 1.11
C. Demonstrate an understanding of the interdependence of self, community, and the larger society.	Recognizes that human beings are more alike than different. 1.7	Recognizes variations in attributes of self, peers, and adults. 1.7	Recognizes reasons for variations in personal characteristics of self and classmates. 1.7	Recognizes the dignity of all human beings. 1.7
	Recognizes societal institutions that influence personal attitudes and biases. 1.9	Investigates the similarities and differences between values in diverse cultures. 1.9	Assesses established and changing social roles and norms in relation to self and determines how personal values emerge. 1.9	Assesses personal values in terms of human needs. 1.9
	Recognizes the importance of the educational setting (home, school, community) to own personal growth. 1.10	Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills. 1.10	Identifies educational setting (home, school, community) as a possible aid in developing life skills. 1.10	Recognizes and utilizes the educational setting (home, school and community) as an aid in developing life skills. 1.10
			Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from natural migration patterns. 3.5	Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components. 3.5

* Numbers refer to objectives as numbered in the Models for Career Education in Iowa publications.

Career Education Goal II

Exploration of employment opportunities and experience in personal (career) decision-making.

SPECIFIC GOALS	OBJECTIVES FOR PHASES OF CAREER DEVELOPMENT			
	AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
A. Demonstrate an understanding of a wide range of occupations and employment opportunities.	Becomes aware of the wide variety of occupations. 2.3*	Comprehends that a wide variety of occupations exist. 2.3	Explores a wide range of occupations. 2.3	Continues exploration of occupational areas while doing an in-depth analysis of areas of interest. 2.3
	Becomes aware of similarities among occupations. 2.4	Comprehends the similarities and relatedness of occupations. 2.4	Examines clusters of occupations. 2.4	Examines the interrelatedness of skill requirements for similar occupations. 2.4
	Recognizes that people change occupations. 2.5	Realizes that work responsibilities change within occupations due to technology and personal competencies. 2.5	Recognizes the nature of change within the work force. 2.5	Recognizes the dynamic nature of the work force. 2.5
			Becomes aware of the effect of international and national economic policies on employment possibilities. 2.11	Considers the economic impact of national policies on the availability of jobs. 2.11
B. Demonstrate an understanding of the relationship of self to attributes of occupations.	Sees the concept of work as including various types of activities. 2.1	Expands the concept of work to include paid and unpaid work. 2.1	Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs. 2.1	Recognizes that in a service oriented society, work consists of activities which allows the individuals to fulfill personal needs and those of society. 2.1
		Relates personal aptitudes to various related careers. 3.1	Recognizes personal characteristics which relate to selected clusters of occupations. 3.1	Analyzes personal characteristics as they relate to areas of interest. 3.1
C. Demonstrate an understanding of and utilize the decision-making process in planning and implementing personal goals.	Becomes aware of decision-making processes and recognizes the need to make decisions. 1.13	Acquires experience in making decisions and accepting the consequences of the decisions. 1.13	Cultivates the ability to make decisions and analyzes the consequences of own decisions. (problem-solving process). 1.13	Effects decisions and anticipates consequences of those decisions. 1.13
	Acquires short term personal goals. 1.4	Becomes aware of future goals possibilities. 1.4	Acquires some long term personal goals and recognizes that some goals are not attainable. 1.4	Synthesizes and develops plan for achieving personal goals. 1.4
		Chooses activities which will utilize personal interest and abilities in making contributions to school and community. 3.2	Formulates tentative career expectations in terms of personal characteristics. 3.2	Explores selected occupational areas in-depth and begins preparation for occupational entry into occupational area(s). 3.2

* Numbers refer to objectives as numbered in the Models for Career Education in Iowa publications.

Career Education Goal III

Experiences which will help students integrate work values and work skills into their lives.

SPECIFIC GOALS	OBJECTIVES FOR PHASES OF CAREER DEVELOPMENT			
	AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
A. Exhibit the competencies necessary for work.	Exhibits a willingness to select and complete assigned tasks. 2.9*	Recognizes the relationship between the world of work and the educational setting (family, community, school). 2.9	Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals. 2.9	Recognizes the educational setting as one of the places which provides for development of computational, communications, leisure, human interactional skills necessary for involvement in the world of work. 2.9
			Recognizes the process of seeking employment. 2.10	Develops competencies in seeking employment. 2.10
B. Demonstrate an understanding of the contributions and benefits of work and education to self and society.	Recognizes the reasons why people work. 2.6	Recognizes that various rewards may come from work. 2.6	Recognizes that work allows for the integration of the individual into the society. 2.6	Recognizes the interdependency between the individual and society's needs and their implications for work. 2.6
	Becomes aware of organization within the work world. 2.2	Recognizes that occupational areas have different levels of responsibility. 2.2	Describes organization within the work force. 2.2	Analyzes organization within the work force. 2.2
	Becomes aware of the economic aspects of the world of work. 2.8	Investigates the economic factors which influence the life of the individual in the world of work. 2.8	Analyzes the economic aspects of the world of work. 2.8	Analyzes and experiences the economic aspects of the world of work. 2.8
	Becomes aware of the range of social and economic benefits associated with various occupations. 3.3	Describes the personal growth and rewards of work and/or leisure. 3.3	Recognizes that there is continual personal change during career development. 3.3	Recognizes that personal characteristics and values change as careers progress. 3.3
	Becomes aware of the relationship between personal economics, life styles, and work roles. 3.4	Relates life styles to work roles. 3.4	Develops an idea of the type of life style desired. 3.4	Prepares for job entry into selected occupational area(s). 3.4
C. Apply work values and skills for the benefit of self and society.	Sees the interdependence among contributing members in the work world. 2.7	Recognizes the contributions of work to a functioning society. 2.7	Recognizes that at least some people must work if society is to survive. 2.7	Recognizes the interdependency between the individual and society's needs, and their implications for work. 2.7

* Numbers refer to objectives as numbered in the Models for Career Education in Iowa publications.

TABLE 8

ITEM - OBJECTIVE - GOAL CORRESPONDENCE

GOAL	OBJECTIVE	ITEM NUMBER			
		AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
I					
A	1.1	1-3	1-3	1-3	1-3
	1.2	4-7	4-7	4-7	4-7
	1.3	8-10	8-10	8-10	8-10
	1.5	21-23	21-22	21-22	21-22
	1.12	42	42-43	42	42
	1.14			34	34
	1.15			35-36	35-36
B	1.5	21-23	21-22	21-22	21-22
	1.6	24-25	23-24	23-24	23-25
	1.8	28-30	28-30	28-30	28-30
	1.11	51-55	51-53	51-52	51-52
C	1.7	26-27	25-27	25-27	26-27
	1.9	11-14	11-14	11-13	11-12
	1.10	41	41	41	41
	3.5			58-60	58-60
II					
A	2.3	47	46	45	44
	2.4	48	47	46	45
	2.5	49	48	47-48	46
	2.11			49	49
B	2.1	43-44	44	43	13-14
	3.1		36-37	37-39	37-38
C	1.4	31-35	31-33	31-32	31-32
	1.13	36-40	34-35	33	33
	3.2		38-40	40	39-40
III					
A	2.9	18-20	18-20	18-20	15-17
	2.10				48

TABLE 8

ITEM - OBJECTIVE - GOAL CORRESPONDENCE

GOAL	OBJECTIVE	ITEM NUMBER			
		AWARENESS	ACCOMMODATION	EXPLORATION	PREPARATION
III					
B	2.2	45	44	44	43
	2.6	54-57	53-54	53-54	53-54
	2.8	49-50			47
	3.3	58-60	55-57	55-57	55-57
	3.4		50	50	50
C	2.7	15-17	14-17	14-17	15-17